

18 Expedition!

It may rain on Sunday

Lesson profile

Reading	<i>The expedition kit list</i>
Vocabulary	Outdoor equipment
Listening	Gabby, Finn and Dylan are talking about preparations for the expedition
Grammar	<i>may/might</i>
Pronunciation	Sentence stress
Speaking	Plan an expedition

Warmer

Arrange the students into small groups. They will repeat the first conditional activity in Unit 17, Exercise 10, but this time orally. One student says a conditional sentence, the second student makes a second sentence that continues it, and so on. To demonstrate, the students begin by repeating the stories they wrote down, then they can make up new stories.

READING AND VOCABULARY

Cultural background

The Brecon Beacons is a mountain range in South Wales. The name probably comes from the tradition of lighting 'beacons' (fires) on mountain tops to warn of danger or celebrate special events. Apart from its natural beauty, the Brecon Beacons is of major geological and historical interest with its minerals and castles.

- 1 Ask the students to complete the sentence *If we go on an expedition ...* and compare ideas. Show a video clip of the Brecon Beacons and explain that this is where Gabby, Finn and Dylan are going.
Tell the students to write five pieces of kit (equipment) they will need to take with them, for example a map, and five things they won't, for example a hairdryer.
Books open, the students read and answer the questions. Discuss the different answers to questions 4 and 5.

Fast finishers

Fast finishers (maybe with the help of their mobile devices) write down three more things about Wales they know, for example, it is next to England, the capital is Cardiff, rugby is very popular.

Answers

- 1 the Brecon Beacons in Wales
- 2 25 kilometres
- 3 one night
- 4 *Possible answers:* to get the Merrydown Award / because it will be fun / because it will be a challenge
- 5 *Possible answers:* how to work as a team / how to keep going when it is difficult / how to live without the internet

- 2 Elicit some of the vocabulary, for example *These are shoes for sport.* (trainers) *It means the same as cup.* (mug) The students then match the pictures.

Fast finishers

Fast finishers tick the things that they own and add an adjective, for example *leather walking boots*.

Answers

- 1 walking boots 2 trainers 3 backpack 4 torch
- 5 first aid kit 6 map and compass 7 sleeping bag
- 8 snacks 9 tent

- 3 Go through some examples first: *What do you need a towel for?* (keeping clean) *Why?* (You dry yourself with it after a wash.)


Fast finishers

Fast finishers add one more word to each category, for example (wet weather) *a hat*.

Suggested answers

wet weather: waterproof trousers, waterproof jacket
sunny weather: sun hat, sun cream, sunglasses, T-shirt
cold weather: sweaters, fleece tops, warm hat, gloves
having fun: playing cards, ball
eating and drinking: food, water bottle, plate/bowl/mug/knife/fork/spoon, snacks
sleeping: tent, pyjamas, sleeping bag
keeping clean: wash bag with soap and toothpaste, towel
finding the way: map and compass, torch

LISTENING

- 4  2.22 Ask the students if they think there is anything unnecessary on the list, for example the map and compass because many mobile phones have GPS. Explain that they should tick the things on the kit list that the friends talk about. Play the recording.

Mixed ability

Play the recording twice, once to listen for 'clothes' and once to listen for 'other kit'.

Answers

backpack, sleeping bag, walking boots, T-shirts, socks, fleece top, walking trousers, waterproof jackets, waterproof trousers, food, snacks

- 5 2.22 Ask a few general comprehension questions, for example, *Why is Gabby excited?* (they are all in the same group) *Who has checked the weather?* (Dylan) Play the recording again.

Answers

1 x 2 x 3 ✓ 4 ✓ 5 x

Audioscript

Gabby: It's great that we're all in the same group for our expedition. I'm really excited!

Finn: Me too! Have you seen the kit list?

Gabby: Yes. Our backpacks are going to be very heavy! We might not be able to carry them!

Finn: We'll be fine, Gabby. Have you both got everything on the list?

Gabby: I have. I'm borrowing my brother's sleeping bag and I got some new walking boots last weekend. What about you, Dylan?

Dylan: I've got most of it and I've already started packing. I'm taking three T-shirts and lots of pairs of socks. I just need to get another fleece top. I've only got one and it may not be enough.

Gabby: I'm taking two pairs of walking trousers. One pair might get dirty or wet.

Finn: Oh no – I hope we don't get wet! Did you check the weather, Dylan?

Dylan: Yes, it's going to be warm and dry on Saturday, but it may rain a bit on Sunday morning. I've got this waterproof jacket, but I still need to buy some waterproof trousers.

Finn: Right, so we'll all need waterproofs then.

Dylan: And don't forget the most important thing – the food!

Finn: Oh, let's take some pasta and pasta sauce for dinner. That's easy to cook.

Gabby: And we can take tins of beans for breakfast. Let's not take any fresh food. It might go bad in our backpacks.

Dylan: I'm going to take lots of snacks too, like chocolate and biscuits. I might get hungry when I'm walking.

Gabby: I hope you'll share them with Finn and me.

Dylan: I might!

GRAMMAR *may/might*

- 6 Write on the board:
- They will see the Brecon Beacons.*
- They might see a castle.*
- What is the possibility that they will see the Brecon Beacons – 0%, 50%, 100%? (100%, this is a plan.)*
- What is the possibility that they will see a castle – 0%, 50%, 100%? (50%, only maybe)*
- The students do the matching activity.

Language note: *may* is more formal than *might*; *might* suggests a slightly smaller possibility than *may*, but at this level treat them as equivalent; *may* is not used in questions with this meaning; *might* is only used in indirect questions (*Do you think it might rain?*).

Answers

1 d 2 f 3 b 4 a 5 c 6 e

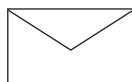
- 7 The students refer back to the matched sentences in order to complete the rules.

Answers

1 possible 2 without to 3 do not 4 after

Alternative presentation

Draw a vertical line on the left of the board and ask the students *What is it?* Reformulate their answers as *It might/may be a tree, a table*, etc. Add a horizontal line at the bottom and repeat the question, again reformulating the answers. Repeat the procedure adding a second horizontal line at the top, a second vertical line to complete a rectangle, and then two diagonal lines to make an envelope.



Write some of their guesses on the board, highlight the meaning of *might* and *may* and then do Exercises 6 and 7. The students can then play the same game in pairs.

→ Grammar reference Student's Book page 164

- 8 Give an example on the board:
- The journey a long time. (might take)*

Fast finishers

Fast finishers can change three of the phrases in the box from *might* to *may* and then write three new sentences, for example *13 may be my lucky number.*

Answers

1 might not finish 2 might take 3 might invite 4 might be
5 might not go

Corpus challenge

Ask students what is the difference between *maybe* and *may be* (*maybe* is an adverb, *may be* is modal + verb) and then ask them to correct one of these sentences on the board.

Maybe it's John.

It maybe John. (may be)

The students then correct the two wrong sentences.


Answers

- 1 I think you should wear a raincoat because tomorrow we will have rain. (*should* for advice)
- 2 You may/might think it is expensive but the park is very good. (*can* is for ability)
- 3 correct

Extension activity

The students work in pairs and guess what *might/may* be in each other's rooms, for example *There may be a TV. – No, that's in the living room.*

PRONUNCIATION Sentence stress

- 9  2.23 Books closed, you read aloud the correct sentence in the Corpus challenge, clicking your fingers on *book*, *may*, *table* and *room*. Explain that these words are stressed because they give the main information. Ask the students to repeat the sentence clicking on the stressed words.

Books open, play the recording for the students to listen for and mark the stressed words. They then repeat the sentences.

Answers

The stressed words are underlined.

They might come later.

He may miss the bus.

It might start raining.

She may not agree.

We might go sailing.

I might have a drink.

SPEAKING

- 10 Arrange the class into groups. Look up 'expedition' on YouTube and show some clips to set the scene, or brainstorm a range of destinations, some extreme like Kamchatka (Russia), some realistic, like a national park and some fantastic, like Pluto or Ancient Rome. As they discuss the various points, the students should make notes for each of them, as this will be useful for when they report their plans to the class and when they do Prepare to write in the next lesson.

With **weaker groups**, the students could take it in turns to describe their expedition. They could also make a PowerPoint or poster presentation for visual support. The other students should listen and ask three *What if* ... questions, for example *What will you do if you meet a dangerous animal?*

Cooler

Tell the students these situations and ask them to say what *may* or *might* (not) happen. For example:

You're playing football in the classroom.

A window might break. The teacher may not be happy.

You run a marathon.

It snows tomorrow.

There is a new student in our class.

You get a pet tiger.

The police phone you.

It was hard to wake Dylan up

Lesson profile

Listening	Gabby, Finn and Dylan are looking at photos of their expedition
Vocabulary	Phrasal verbs
Reading	Gabby's description of the expedition
Writing	A description of an expedition; <i>during</i> , <i>except</i> , <i>without</i> , <i>between</i>


Preparation

The students will need dice and counters for the Project.

Warmer

Arrange the students into pairs. They need to think of three ways to wake up a lazy person, for example, to shout 'Fire!', to put a snake in their bed. See which pair has the most original idea.

LISTENING

- 1 Ask the students to guess why it was hard to wake Dylan up, for example he was very tired after walking a long way. Arrange the students into pairs to describe each photo before they listen.
- 2  2.24 Play the recording. Tell **weaker students** the first and the last pictures.

Answers

1 e 2 b 3 f 4 d 5 a 6 c

Audioscript

Gabby: The expedition was brilliant, wasn't it?

Finn: Yeah, it was fantastic! Look, here's a picture of all three of us. My dad took it on his phone when he picked us up on Sunday evening.

Dylan: Thanks for the lift, by the way, Finn.

Finn: No problem! I was so tired when I got back home.

Dylan: Me too. I just lay down on the living room floor for half an hour. I couldn't move. Look, my mum took this picture of me. After that, she made me get in the shower!

Gabby: Mine did the same! And look at this one of you in your tent, Dylan!

Dylan: Oh no – who took that?

Finn: I did. It was so hard to wake you up.

Dylan: I know ... I really didn't want to get up. It was lovely and warm in my sleeping bag.

Gabby: It was funny when it was time to wash up and we couldn't find you, Dylan.

Dylan: I was taking photos in the forest. I didn't know you were washing up!

Gabby: Right! We believe you! Well, here's me and Finn washing up without you!

Finn: Look at this – here we are on Sunday morning.

Gabby: Oh yes. That's when we got lost! We went the wrong way for about two hours.


Finn: It was lucky we met that man, wasn't it? He told us where we were.

Gabby: Yes, and it was lucky you gave the map back to me, Finn. So we didn't get lost again!

Dylan: And this is when it started raining. Just after we found the path again. We had to put on our waterproof jackets and trousers.

Gabby: Your trousers were so big, Finn. Didn't you try them on when you bought them?

Finn: No – I bought them online, and it was too late to change them.

- 3**  **2.24** Ask some general comprehension questions before the students listen again, for example *Who took picture e?* (Finn's dad) *Was it Dylan's idea to have a shower?* (No, it was his mum's idea.)

Play the recording. Afterwards, ask the students to correct each false answer.

Arrange them into small groups for the discussion.

Answers

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗

Extension activity

The students retell the story with the photos.

Get talking!

See Student's Book page 134.

Answers

1 1 ✗ 2 ✗ 3 ✓ 4 ✗ 5 ✓

2 1 it's not that 2 I'm not sure. 3 What about you?
4 Me too. 5 the same 6 see you there

2.25 Audioscript

Mitch: Hi, Josh. Are you busy this afternoon?

Josh: Not really, Mitch. Why? Do you need help with your maths homework again?

Mitch: No, it's not that! I've got two free tickets for the cinema. Do you want to come?

Josh: Yeah, great! What's on?

Mitch: I'm not sure. Just a moment – I'll have a look on the website. Er ... *Sky Blue* is on. I haven't seen that yet. What about you?

Josh: No, I haven't seen it. I've heard it's really good.

Mitch: Me too. OK, well that's on at three o'clock. I can catch a bus to the cinema from the library at two thirty.

Josh: I'll do the same.

Mitch: OK, see you there. Bye.

Point out that while the meaning of *give back* is fairly obvious, phrasal verbs often have a meaning which is different from the separate meanings of the two parts, for example you can *take off* your sweater, but a plane also *takes off*.

Mime some of the actions for the students to say the phrasal verb, for example, yawn and stand up (*wake up*).

Answers

1 f 2 d 3 h 4 e 5 b 6 i 7 j 8 c 9 g 10 a

Extension activity

With the students, put the phrasal verbs into three categories, a) those that take an object, b) those that don't, c) those that can be with and without an object. Give or elicit some example phrases, for example *I tried on some new shoes*.

- a) with object: *pick up, take off, put on, try on, give back*
b) without object: *get back, lie down, get up*
c) with or without object: *wake up, wash up*

- 5** Say to the students, *What do you do when you don't feel well?* Elicit *lie down*, the answer to the first question. The students then work individually.

Language note: in 2, 4 and 6 the phrasal verb is split because a pronoun must come immediately after the verb: *she tried the jeans on* or *she tried on the jeans* but *she tried them on* not ~~*she tried on them*~~.

Answers

1 lie down 2 pick (us) up 3 take off 4 wake (me) up
5 put on 6 give (it) back 7 get back 8 wash up 9 get up
10 try on

Extension activity

Ask the students to use a dictionary to find three more phrasal verbs with *put*, *get* and *take*, write down their meaning and an example sentence and then teach them to a partner.

- 6** Ask the students to listen to you and write down the five phrasal verbs they hear:

I've got so much to do tomorrow! I need to get up really early and pick up my friend from the station. When I get back, I need to prepare the day's lessons and wash up all the breakfast things. I feel like lying down right now!

Arrange the students into pairs to plan and perform their conversation. Give them some fun situations as examples: A wants to borrow B's monkey costume, and B meets A at the space station.

Mixed ability

Give weaker students the sample answer without the phrasal verbs. They put in the phrasal verbs then practise and perform this dialogue. They could also substitute other items of clothing for the shoes.

VOCABULARY Phrasal verbs

- 4** Books closed. Take a pen from a student and as you return it, elicit *I am the pen.* (giving back) Explain that *give back* is a phrasal verb because it has two parts, a verb and a preposition or adverb.

Sample answer

A: Hi, Rita. You look sleepy!

B: Hi. Yeah, I woke up 10 minutes ago. Let me put on my shoes.

A: Those are nice shoes! Could I try them on?

B: Alright. Do you like them?

A: They're great! Could I wear them to Lily's party on Friday?

B: Er, well, they're new.

A: I'll give them back the next day.

B: Well, OK. But take them off now because I need them.

READING

- 7 Tell the students to read Gabby's description and ask some questions about it, for example *When did it rain?* (Sunday morning) *How long were they lost for?* (two hours) The students then number the paragraphs in the right order.

Answers

A 3 B 2 C 4 D 1

WRITING

Prepare to write

GET READY Get the students to look back at the photos in Exercise 1 and retell the story.

Go through the meaning of the prepositions in Gabby's description before the students complete the sentences:

during: Ask *Did Gabby take photos on the trip or afterwards?* (on the trip)

except: Ask *Was Finn good at map reading?* (no)

without: Ask *Did Gabby's family go?* (no)

between: Say *Draw the tent, mountain and river on the board.* (The tent should be in the middle.)

Answers

1 between 2 during 3 except 4 without

PLAN Arrange the students into groups of three or four. They could use their notes from Exercise 10 page 103.

WRITE Ask the students what extra information would be useful, for example, the weather, who you met. They should then divide all these ideas into paragraphs and compare with the paragraph plan here. One student should write each paragraph and then they should check one another's work. Encourage them to use the phrasal verbs and prepositions. The first paragraph is easier, so give this to weaker students.

IMPROVE The students read out their descriptions or put them on the classroom wall so that everyone can go round, read, correct mistakes, especially prepositions, or make improvements, and write a comment underneath like *Great trip!* or *Can I go too next time?* The students could then take back their descriptions and make a second draft. This can also be a speaking activity, with students asking one another questions based on the prompts in the Plan stage.

Project

A board game

The students make an *Expedition* board game.

- Divide the students into groups of four. Draw a basic *Snakes and Ladders* grid on the board with twenty numbered squares.
- The students should think of a theme for the game, like 'Mission to Mars' or 'Submarine trip' and replace the snakes and ladders with something appropriate, for example (Mission to Mars) meteors, stars and spaceships. They copy the squares on to a piece of paper, add some pictures and the name of the game.
- The students then divide up the squares between them, five squares each if they are the same level, and make an English question for each square on a separate piece of paper. Give plenty of examples, like:
Square 1 I up at 7.00 in the morning.
(wake)
Square 2 What do you sleep in? (pyjamas)
Square 3 The letter d is c and e.
(between)
- They could plan the game so that each square covers a certain language area, for example Squares 1, 5, 10, 15, 20 might be items of clothing, Squares 2, 6, 11, 16, 19 might be phrasal verbs, etc.
- When all the questions are ready, they check each other's work.
- The students play the game with a dice and counters as the usual Snakes and Ladders. However, when they land on a square, they need to answer the question. They can only progress on the board if they answer the question correctly.
- The group plays the game itself first, then groups swap games to play.

Cooler

Pictionary. You whisper a word to a student, who has to draw it on the board, without writing or speaking, for the other students to guess. Begin with easy concrete words like *cat* and *weather*, then get students to draw the phrasal verbs.

Teacher's resources

Student's Book

Grammar reference and practice page 164

Vocabulary list page 145

Workbook

Unit 18 pages 72–75

Go online for

- Progress test
- Corpus tasks